DOCUMENT RESUME

ED 109 885 FL 005 452

AUTHOR Garcia, Maria H.
TITLE Crucigramas: Crossword Puzzles for Primary Grades.
INSTITUTION Curriculum Adaptation Network for Bilingual/Bicultural Education, San Diego, Calif. Far West Regional Adaptation Center.; Dissemination Center for Bilingual Bicultural Education, Austin, Tex.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.
PUB DATE Nov 73
NOTE 49p.
AVAILABLE FROM Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($2.00)

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Basic Reading; Biculturalism; *Bilingual Education; *Classroom Games; Educational Games; Instructional Aids; *Instructional Materials; Primary Education; Puzzles; *Spanish Speaking; Spelling; Teacher Developed Materials; *Word Recognition; Word Study Skills; Workbooks
IDENTIFIERS *Crucigramas

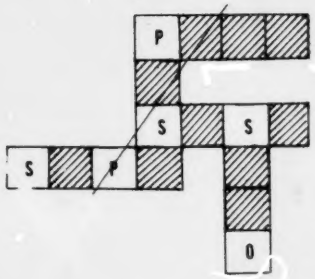
ABSTRACT

This workbook is intended as an aid to the teacher of a bilingual/bicultural Spanish-English program in the primary grades. It contains modified crossword puzzles in Spanish, designed to accompany the Spanish Curricula Development Center Southwest Edition readers, Units 1-3, Kits 2-9. The puzzles are intended to aid in reinforcing reading words and in familiarizing the student with a modified method of working crossword puzzles. Some of the letters found in the words are supplied to aid the student. In some instances the entire word may be supplied if a picture would not adequately portray the word. It is hoped that by Kit 9 Unit 3 the student will be familiar enough with the process of working crossword puzzles that a minimum number of letters need be supplied. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED109885

CRUCIGRAMAS



Film this page

CROSSWORD PUZZLES

FOR

PRIMARY GRADES

PUBLISHED AND DISTRIBUTED BY THE:

DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION

FL005 452

This material was developed by the Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE), pursuant to grants from the William Randolph Hearst Foundation and the U.S. Office of Education. Cooperating entities in the network are the National Urban Coalition; the Edgewood (San Antonio) Independent School District; the Milwaukee Public Schools; the New York City Board of Education, Community School District 7; and the San Diego (California) Unified School District.

Information on this and other CANBBE materials designed to supplement the curriculum core materials of the Spanish Curricula Development Center (Dade County, Florida) may be obtained by writing:

Curriculum Adaptation Network for Bilingual/Bicultural Education
Rícardo Hernández, Executive Director
214 Dwyer Avenue, Room 312
San Antonio, Texas 78204

or the appropriate CANBBE Regional Center:

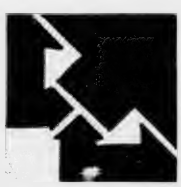
Far West
Regional Adaptation Center
Leonard Fierro, Director
2950 National Avenue
San Diego, California 92113

Midwest
Regional Adaptation Center
Francisco Urbina, Coordinator
Allen Field School
Milwaukee, Wisconsin 53204

Northeast
Regional Adaptation Center
Aurea Rodríguez, Director
P.S. 25
811 East 149th Street
Bronx, New York 10455

Southwest
Regional Adaptation Center
Abelardo Villarreal, Coordinator
5358 West Commerce
San Antonio, Texas 78237

The opinions expressed herein do not necessarily represent those of the funding sources or the cooperating agencies.



CANBBE

ED109885

CRUCIGRAMAS

CROSSWORD PUZZLES FOR PRIMARY GRADES

by

María H. García

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

illustrated by

Ricardo Mendoza Armando Nuñez

for

CANBBE Far West Regional Center

November, 1973

IBB
DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION
6504 TRACOR LANE AUSTIN, TEXAS 78721

Dissemination Center
for
Bilingual Bicultural Education
6504 Tracor Lane
Austin, Texas, 78721

Juan D. Solís, Director

Education Service Center, Region XIII
Austin, Texas, 78721

Joe Parks, Executive Director

Royce King, Director, Division of
Program Development

CONTENTS:

Foreword. v

Introduction. vii

Popa. 1

El Palo de Popa 11

La Miel 21

Las Alas de Nino. 31

El Mago 41

La Casa en la Rama. 51

La Casa Vieja 61

Gisela. 71

FOREWORD

The Dissemination Center for Bilingual Bicultural Education is endeavoring to publish and disseminate instructional materials which will promote greater knowledge and understanding of bilingual education.

Crucigramas is part of an effort by the DCBBE to give exposure to materials produced by the various bilingual projects in the United States and to make these materials available to all interested parties.

This manual was developed by the Far West Regional Adaptation Center in San Diego, California, a component of CANBBE (Curriculum Adaptation Network for Bilingual Bicultural Education). *Crucigramas* can be used by children throughout the Southwest, particularly along with the Southwest edition of SCDC. The material is correlated to the SCDC curriculum core materials as follows:

Unit - 1	Strand	Reader
Kit 2	LA	Popa
Kit 3	LA	El Palo de Popa
Kit 4	LA	La Miel
Unit - 2		
Kit 5	LA	Las Alas de Nino
Kit 6	LA	El Mago
Kit 7	LA	La Casa en la Rama
Kit 8	LA	La Casa Vieja
Unit - 3		
Kit 9	LA	Gisela

It is in response to many requests by teachers for games and supplementary materials that the Dissemination Center for Bilingual Bicultural Education has undertaken to publish and distribute *Crucigramas*.

This publication was edited by Blanche Armendáriz, staff editor DCBBE.

Juan D. Solís, Director
Dissemination Center for
Bilingual Bicultural Education

INTRODUCTION

KITS 2-9 - Units 1, 2, and 3 - Crossword Puzzles

The objectives of the crossword puzzles are to aide the teacher in reinforcing the reading words and to familiarize the student with a modified method of working crossword puzzles. In the crossword puzzle Kits 2-9, some of the letters found in the words are supplied to aide the student. In some instances the entire word may be supplied if a picture would not adequately portray the word (for example: está). It is hoped that by Kit 9 Unit 3 the student will be familiar enough with the process of working crossword puzzles that a minimum number of letters need be supplied.

Crossword Puzzle

For Use With SCDC Reader

POPA - KIT 2

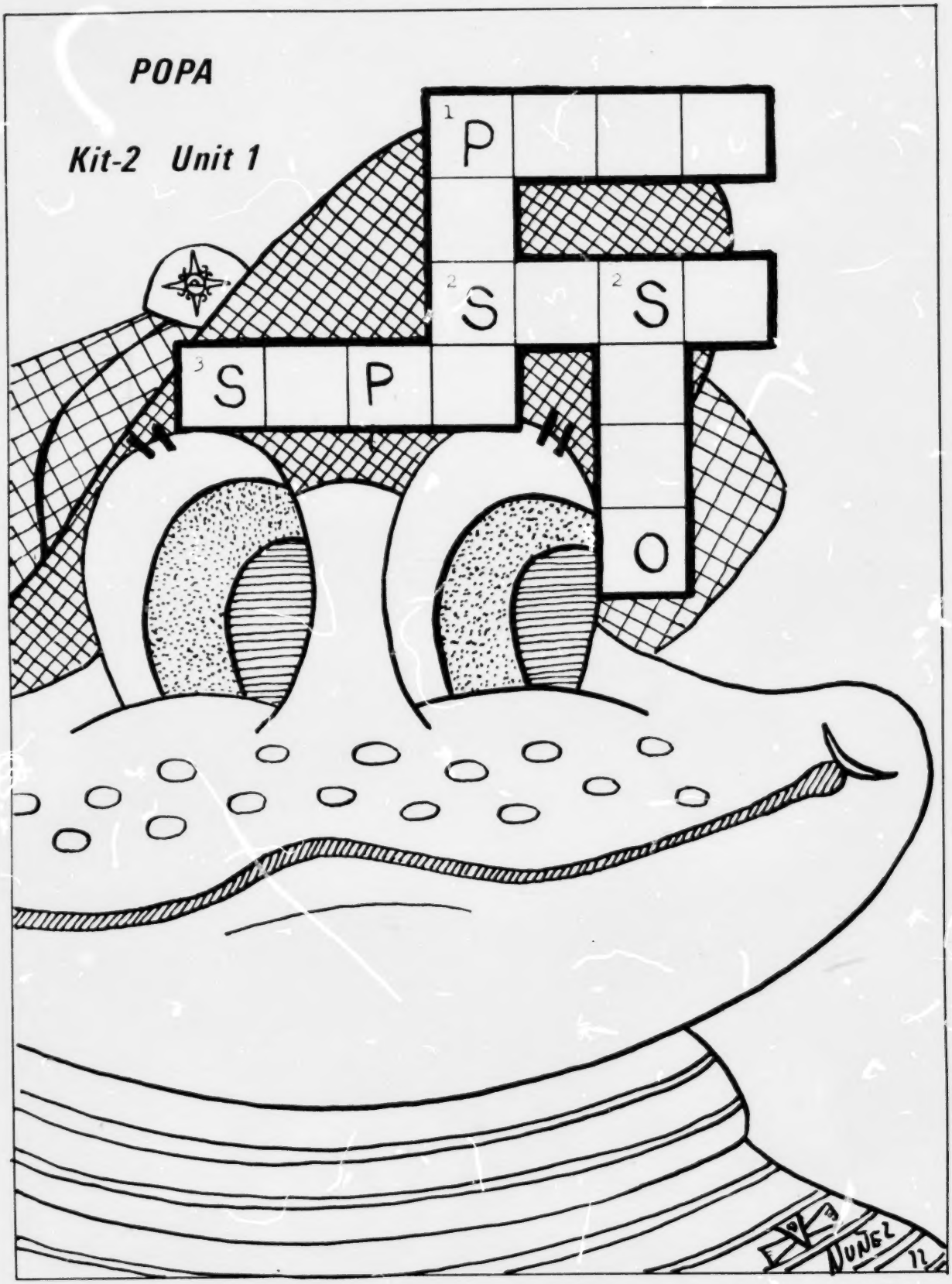
Unit 1

Popa - Kit 2 Unit 1

Instructions: Since *Popa* is a very short book, it is recommended that the crossword puzzle be done upon completing the book. The teacher may introduce this crossword puzzle to the entire class or to each individual reading group. Prior to introducing the puzzles, the teacher must explain the meanings of horizontal and vertical. This explanation must be as simple as possible. For example; when you are standing, you are vertical. Explain that vertical is up and down and ask the student to name other things that are vertical. Then explain horizontal; for example, your desk is horizontal. These two concepts should be reinforced when doing the puzzles.

1. Explain the process of working crossword puzzles.
2. Tape the puzzle and the picture clues to the board.
3. Write these words on the board: Saso, sopa, pasa, Popa, Sapo.
4. Ask the children to look at number one horizontal. Ask the children the following questions:
   (a) How many letters are in the word?
   (b) What letter does this word begin with?
   (c) Show them the picture under number one horizontal and ask the children, "Who is this a picture of?" After the children have answered, have a student point out the word Popa on the board. As the student spells the word, point to the designated squares to show that it fits.
5. Ask the student to fill in the word in their puzzle.

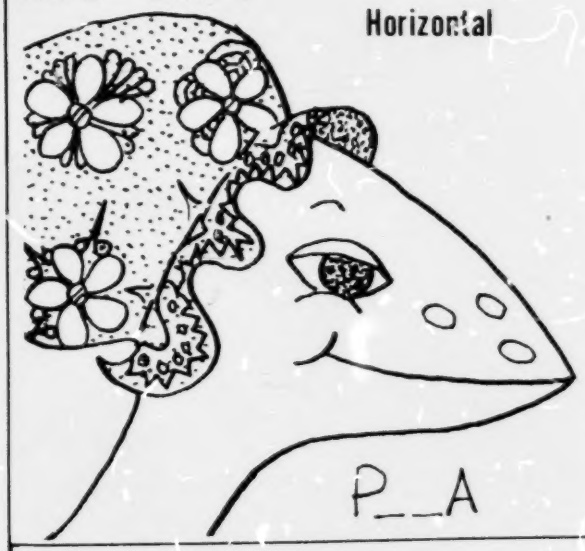
Repeat this process with each word. After the puzzle is completed, review the words and the pictures.


POPA
Kit-2 Unit 1
1 P
2 S
2 S
3 S
P
O
NUNEZ
12

1

Kit-2 Unit 1

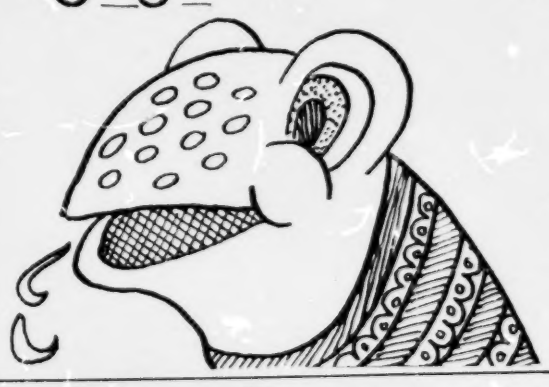
Horizontal



P_ _A

2

S_S_



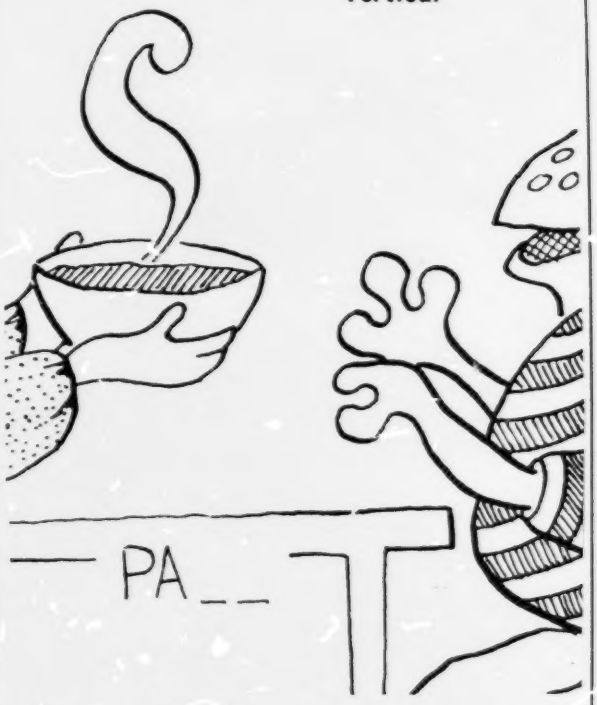
3

S_P_

POPA

1

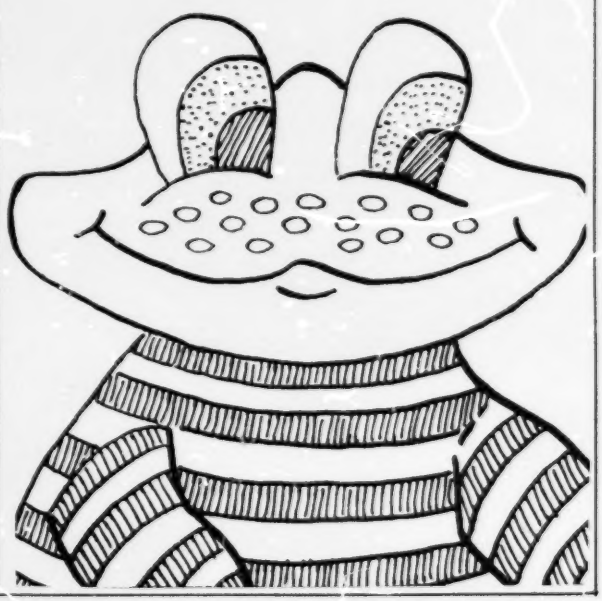
Vertical



PA_ _ T

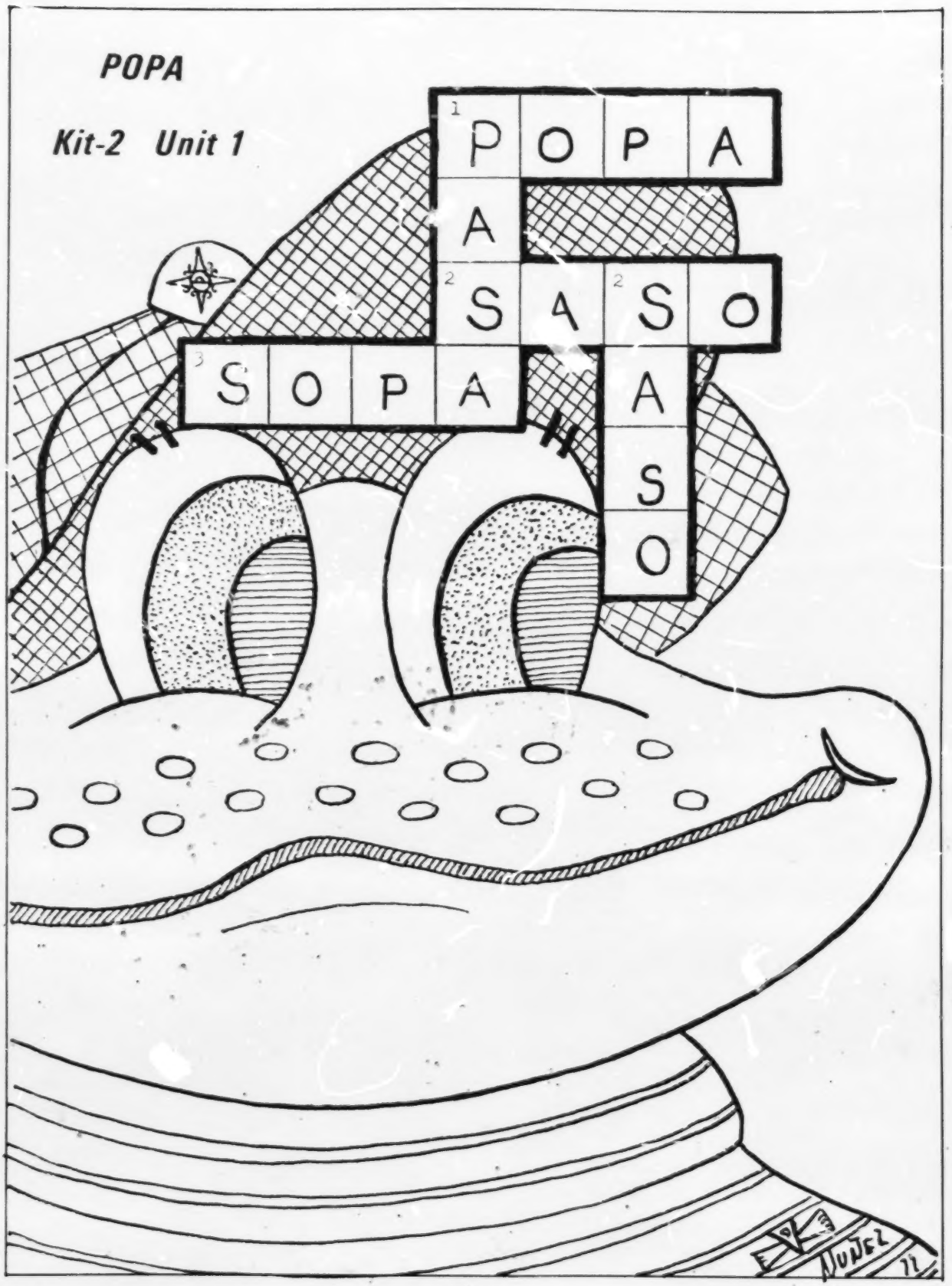
2

S_ _O



POPA

Kit-2 Unit 1



Crossword Puzzle

For Use With SCDC Reader

EL PALO DE POPA - KIT 3

Unit 1

El Palo de Popa - Kit 3 Unit 1

Instructions: This puzzle should be done after completing the book or when, in the judgement of the teacher, the class is prepared to do this puzzle.

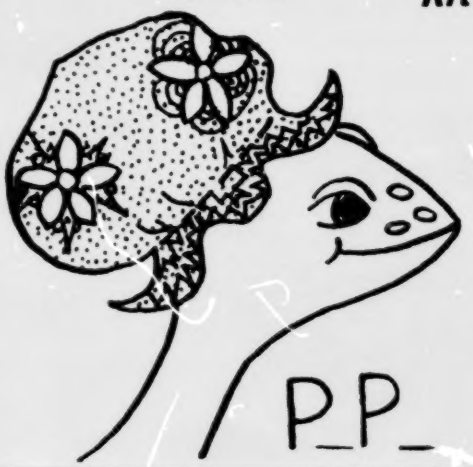
1. Review the words horizontal and vertical with the class.
2. Remind them of how to do crossword puzzles.
3. Do number one horizontal as in the previous puzzle.
4. Explain to the students that all the words are in their reading book.
5. Ask them to look at the second picture and see if they know the word. If they do not know the word, tell them to look in their reader for a four letter word that starts with t and whose third letter is c.
6. Permit the children to do the rest of the puzzle alone while you check their progress.
7. After the students have completed their puzzles, review the answers as a classroom project.

EL PALO DE POPA
Kit-3 Unit 1
P
P
L
S
T
C
T
T
NUNEZ

EL PALO **DE POPA**

Kit-3 **Unit 1**

1 Horizontal



2

3

Vertical

2

17

EL PALO DE POPA
Kit-3 Unit 1
POPA
PALO
TOCA
SALTO
TATA
NUÑEZ

Crossword Puzzle

For Use With SCDC Reader

LA MIEL - KIT 4

Unit 1

Instructions: It is recommended that, instead of a classroom project, the puzzles become projects for each reading group at this time. You may wish to follow the same pattern as with Kit 2 for the slower reading group while allowing the faster group to proceed alone.

1. While at the reading group, review the process of "working" a puzzle along with the words vertical and horizontal.
2. "Work" one or two of the words at the reading group, then permit the children to return to their seats and complete the puzzle.
3. Explain to the children that they may use their reading books.

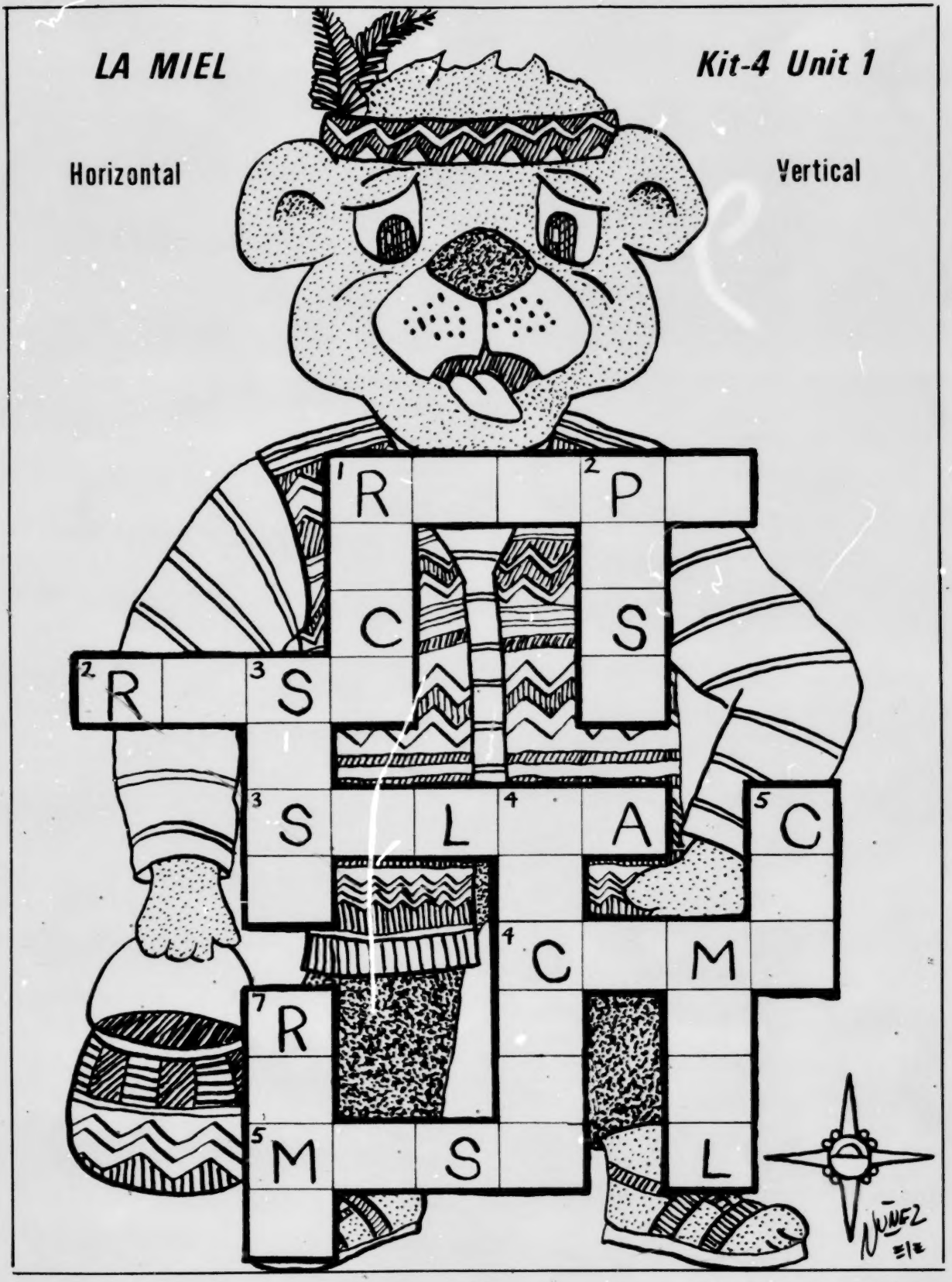
When the children have completed the puzzle, they should return to the reading circle to check their answers. When possible, this should be done the same day. If time does not permit, the puzzle should be checked at the reading circle the next day. It is recommended that with a very slow group these puzzles be used as a group project.

LA MIEL

Kit-4 Unit 1

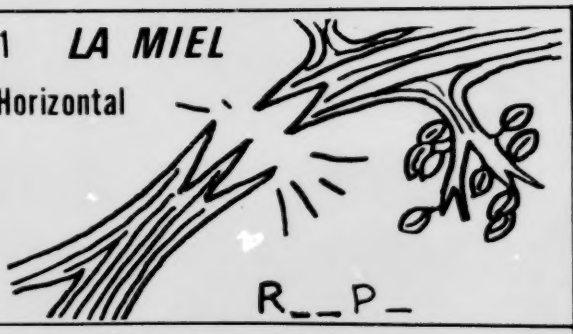
Horizontal

Vertical

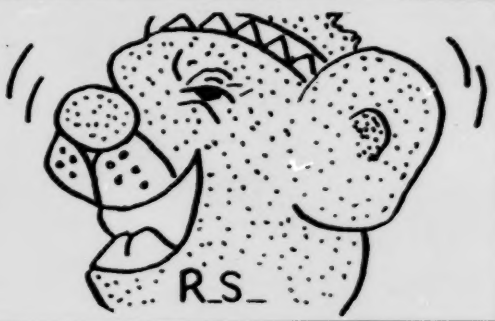


1 **LA MIEL**

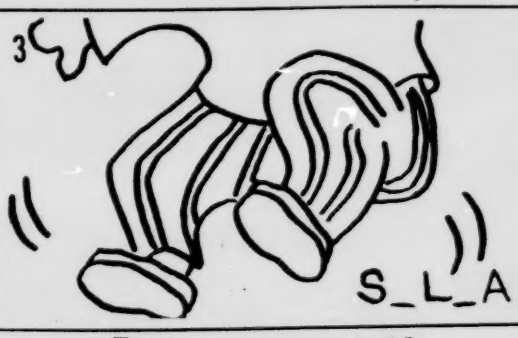
Horizontal



2

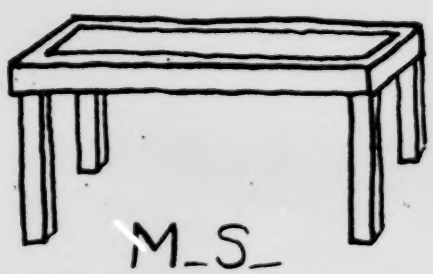


3



4

5



1 **Unit 1**

Kit-4 2

Vertical

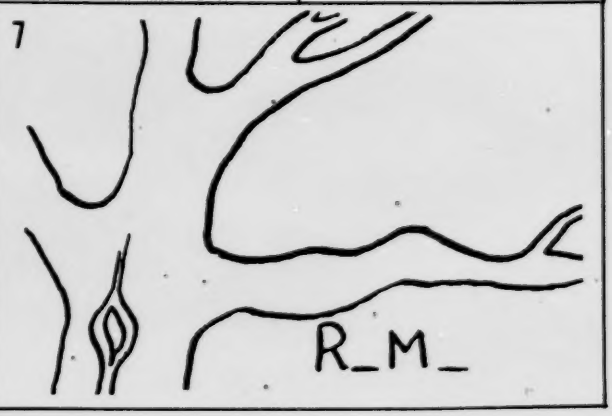
3

4

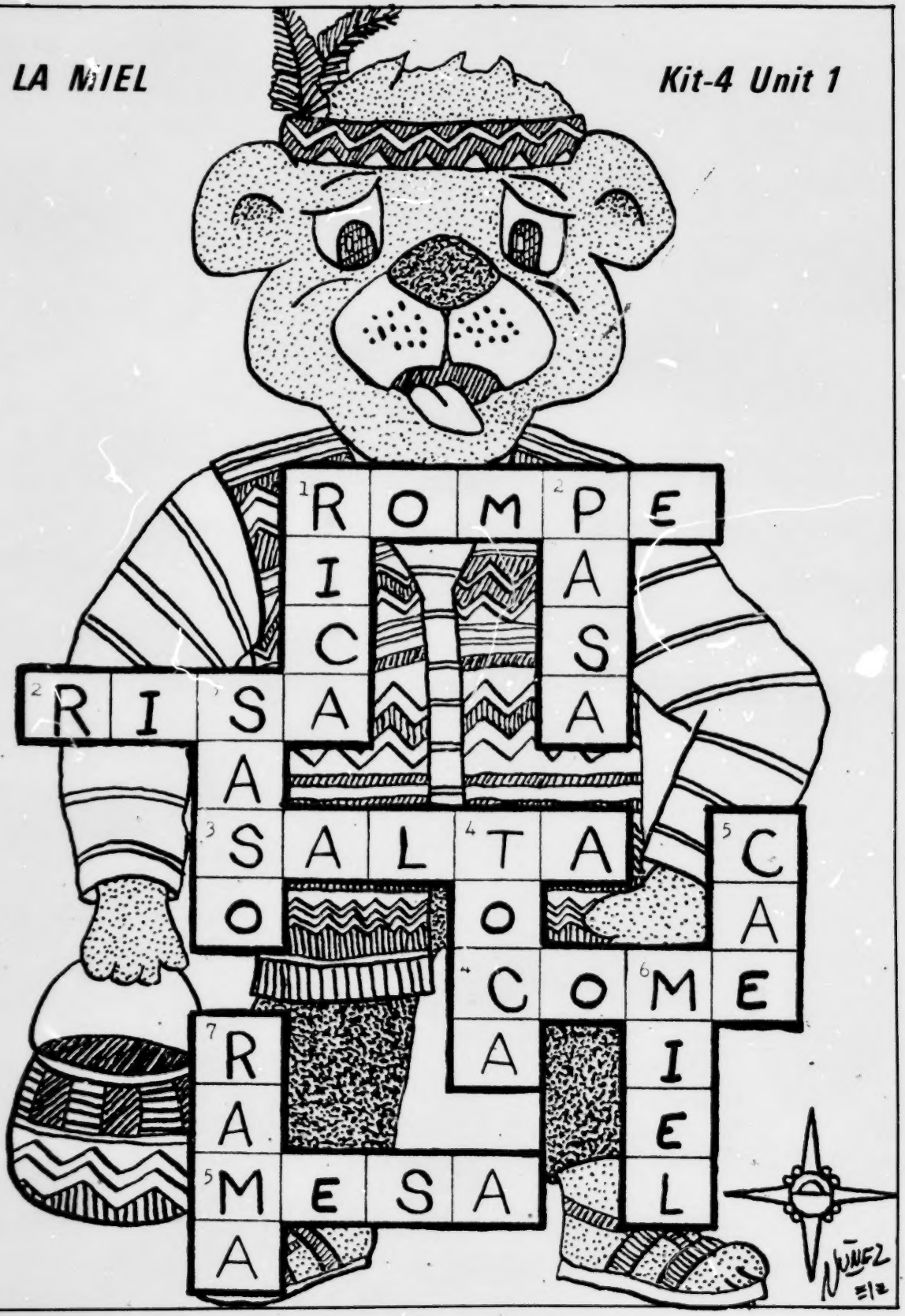
5

6

7



LA MIEL **Kit-4 Unit 1**



Crossword Puzzle

For Use With SCDC Reader

LAS ALAS DE NINO - KIT 5

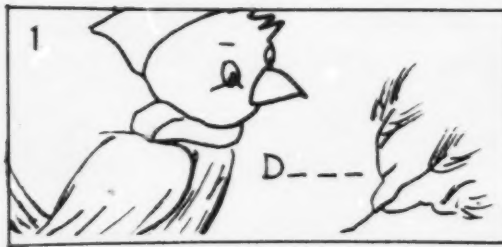
Unit 2

Instructions: The classroom teacher is in the best position to judge if all the reading groups are prepared to proceed with the puzzles on an individual basis. It is recommended that the teacher do number six horizontal orally with all the groups. This puzzle can also serve to judge which children will be prepared to proceed alone by puzzle six.

LAS ALAS DE NINO
Kit-5 Unit 2
MENDOZA

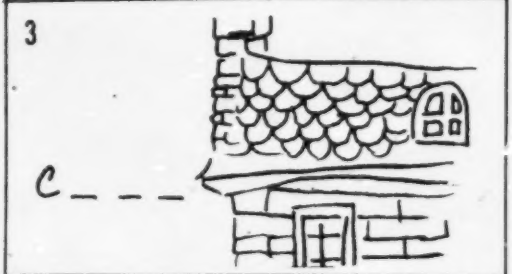
LAS ALAS DE NINO
Kit-5 Unit 2

1



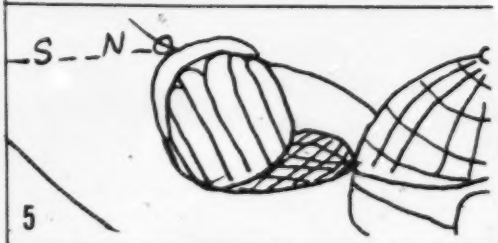
2

3



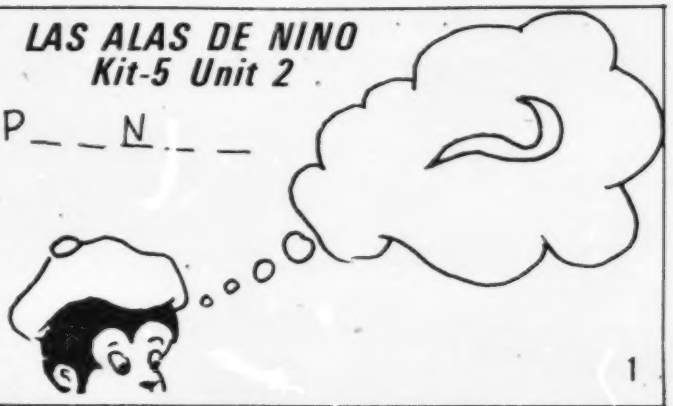
4

5



6

P_ _ N_ _ _



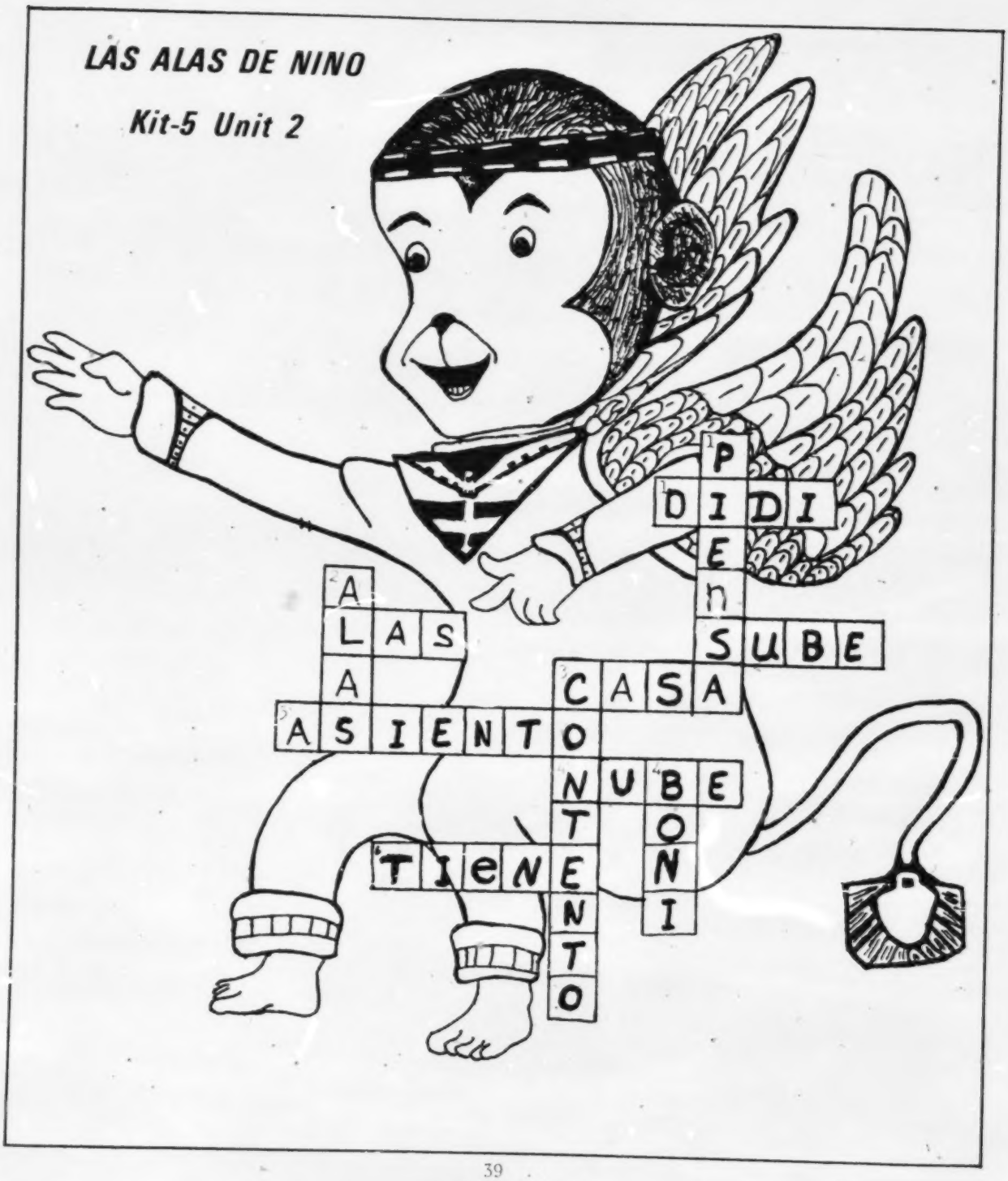
1

2

_L_ _

3

4


LAS ALAS DE NINO
Kit-5 Unit 2
P
DIDI
En
SUBE
A
LAS
A
CASA
ASIENTO
NUBE
TIENE
NTO
ONI

Crossword Puzzle

For Use With SCDC Reader

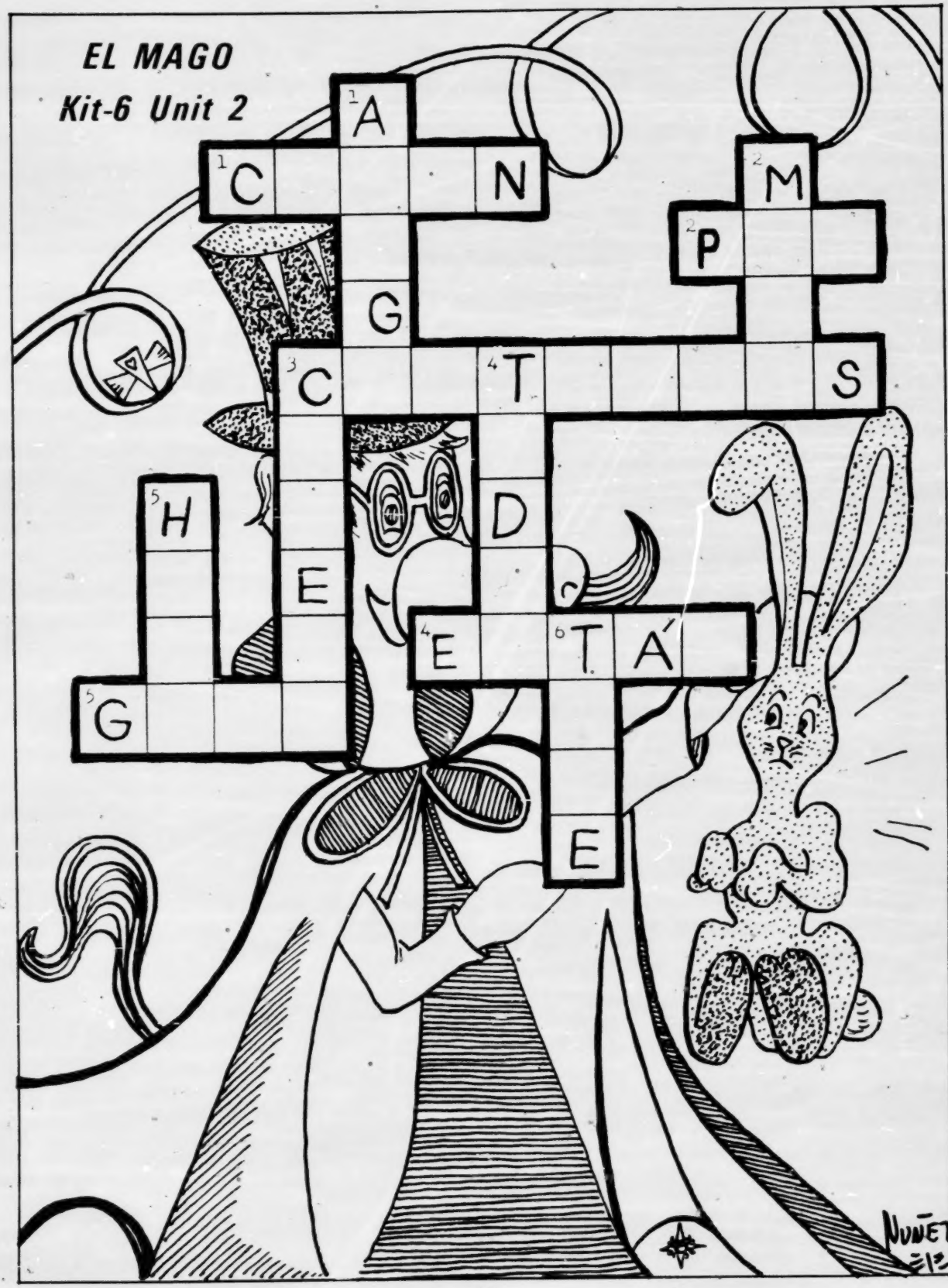
EL MAGO - KIT 6

Unit 2

El Mago - Kit 6 Unit 2

Instructions: This should be done as an individual reading group project. With the slower group, you may wish to do horizontal word 3 as a group word. If the slow group is not prepared to work alone, leave the following words for individual seat work: pan, Gogo, mago, conejo, Hugo. The other words can be done in the reading group. Remind the students to use their reading books.

The puzzle should be checked in the reading group.

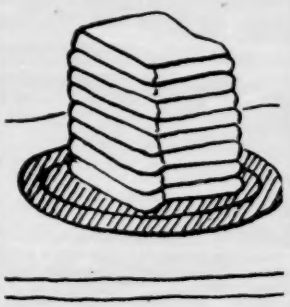

EL MAGO
Kit-6 Unit 2
A
C
N
M
P
G
C
T
S
H
D
E
E
T
Á
G
E
NUÑEZ

EL MAGO
Kit-6 Unit 2

Horizontal

1

2



3

4

5

Vertical

1

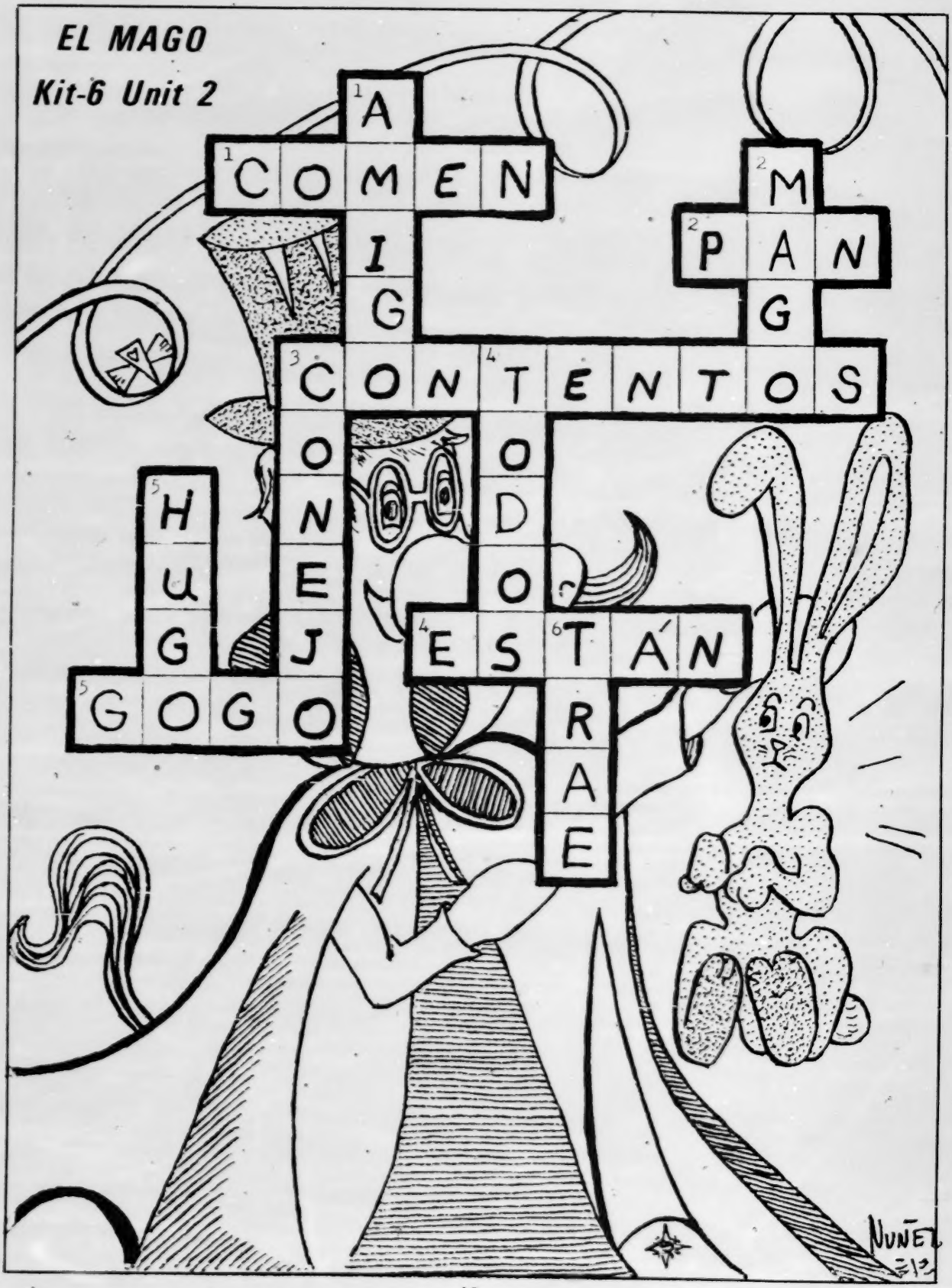
2

3

4

5

6


EL MAGO
Kit-6 Unit 2
1 A
1 COMEN
I
G
2 M
2 PAN
G
3 CONTENTOS
4
O
D
O
5 HUGO
NEJO
5 GOGO
4 ESTÁN
6 TRAE
NUÑEZ

Crossword Puzzle

For Use With SCDC Reader

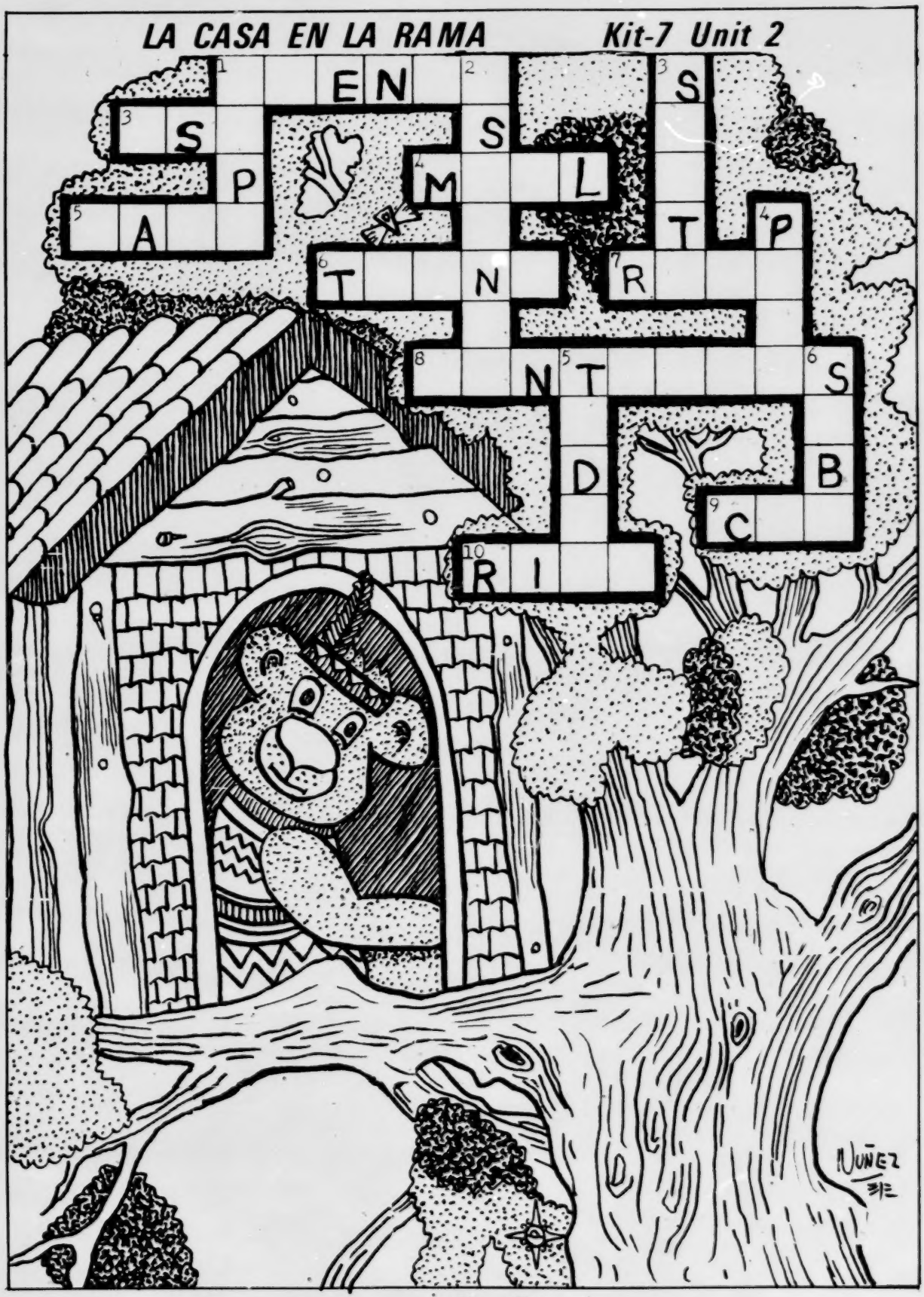
LA CASA EN LA RAMA - KIT 7

Unit 2

La Casa en la Rama - Kit 7 Unit 2

Instructions: Because Kit 7 is a review of the words learned in the previous kits, it is not necessary to wait until the reading book is completed to present this crossword puzzle. Fewer letters are provided because it is a review kit. As many students as possible should be encouraged to work the puzzle alone. The teacher should assist only to the degree that she feels the student needs help.

The puzzles should be corrected as a reading group project.


LA CASA EN LA RAMA
Kit-7 Unit 2
EN
S
S
P
M
L
A
T
P
T
N
R
N
T
S
D
B
C
R I
NUÑEZ

LA CASA EN LA RAMA
Kit-7 Unit 2

Horizontal

1

2

3

4

5

6

7

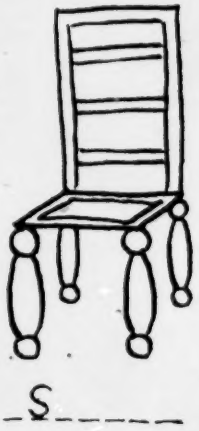
8

9

10

Vertical

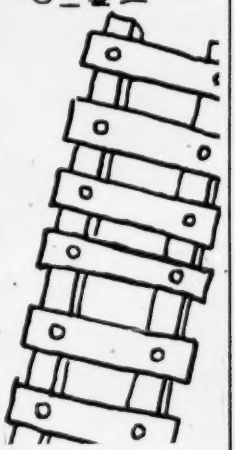
1

2 

3

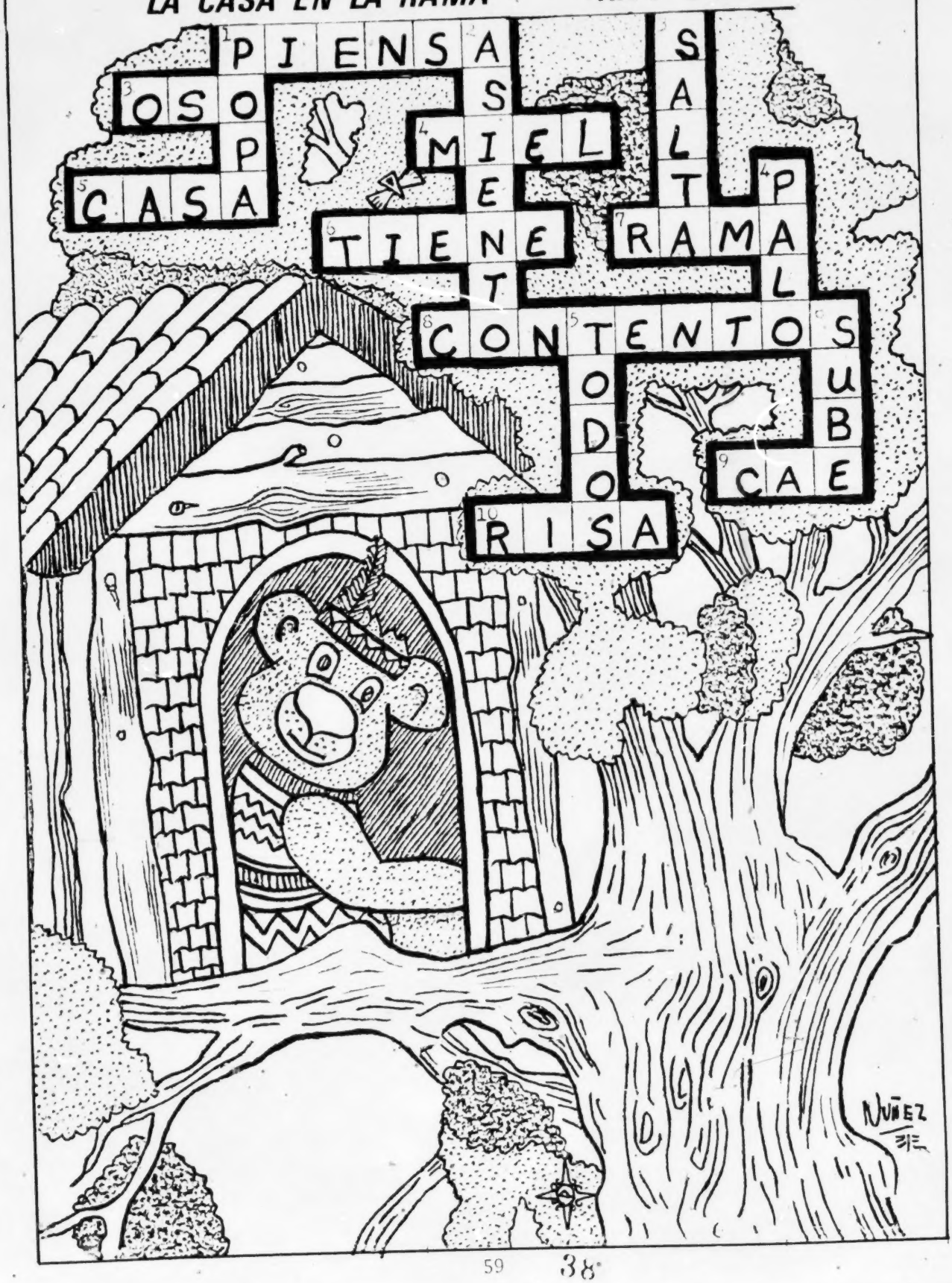
4

5

6 

LA CASA EN LA RAMA

Kit-7 Unit 2



Crossword Puzzle

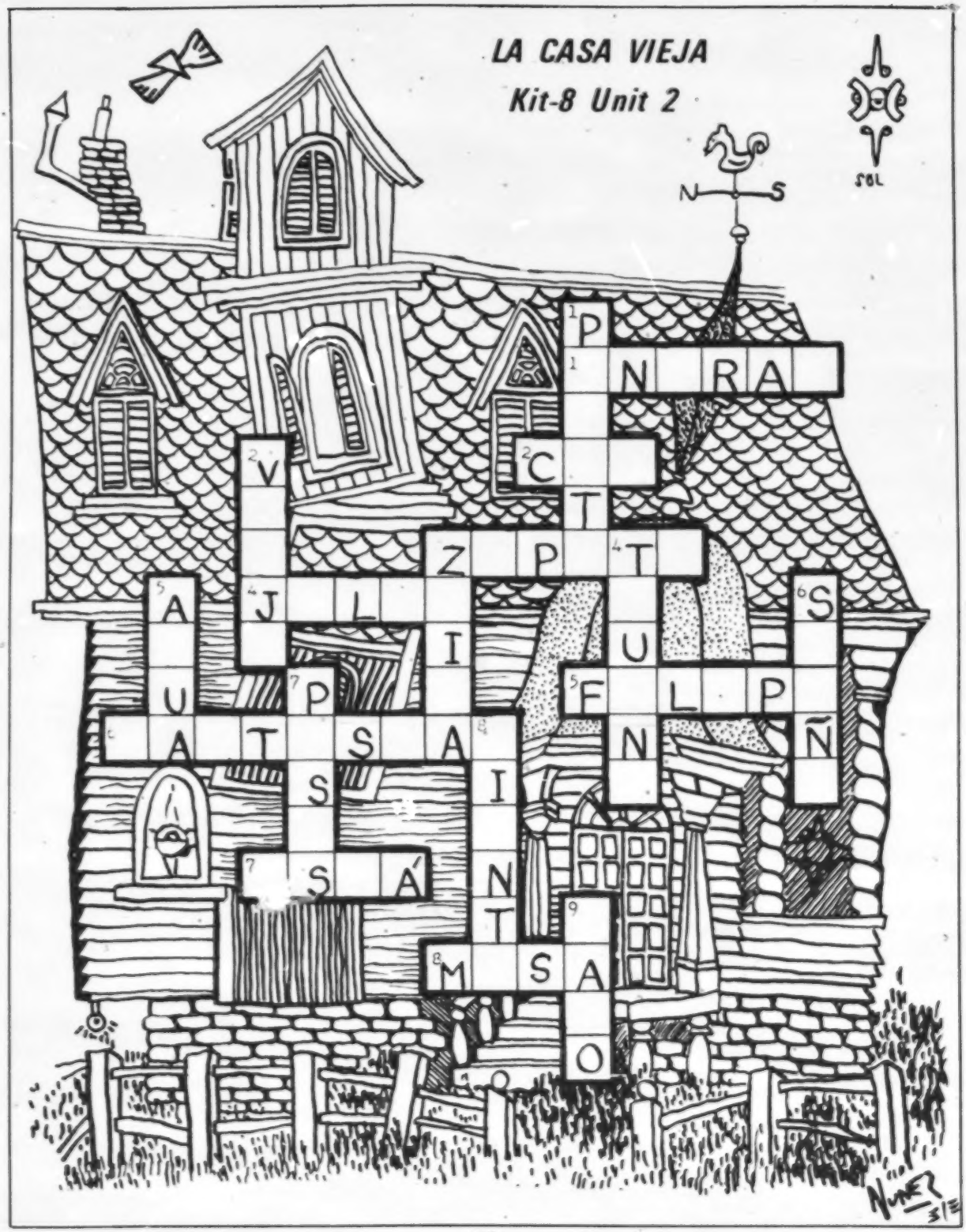
For Use With SCDC Reader

LA CASA VIEJA - KIT 8

Unit 2

La Casa Vieja - Kit 8 Unit 2

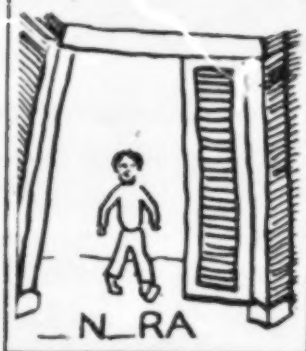
Instructions: Since Kit 8 introduces many new words, waiting until completion of the book before doing the crossword puzzle, is desirable. The puzzle should be individual seat work. Because many new words are being introduced, correcting the puzzles should be a reading reinforcement lesson. Each answer should be carefully checked. Writing the word on the board the same as it is in the puzzle, and having the students provide the missing letters, is one method of achieving this.


LA CASA VIEJA
Kit-8 Unit 2
N
S
SOL

LA CASA VIEJA
Kit-8 Unit 2

Horizontal

1



2

3

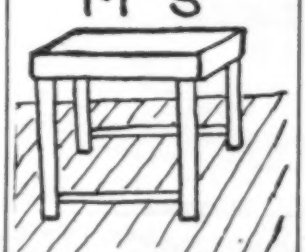
4

5

6

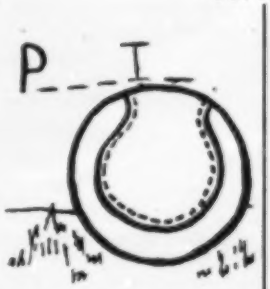
7

8



Vertical

1



2

3

4

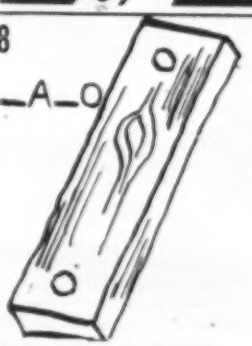
5

6

7

7

8



LA CASA VIEJA
Kit-8 Unit 2
N
S
SOL
P
ENTRAN
I
CON
T
VIEJA
ZAPATO
JULIO
RU
AGUA
IL
SUEÑO
P
FELIPE
FANTASMA
SIENTO
ESTÁ
MESA
PALO

Crossword Puzzle

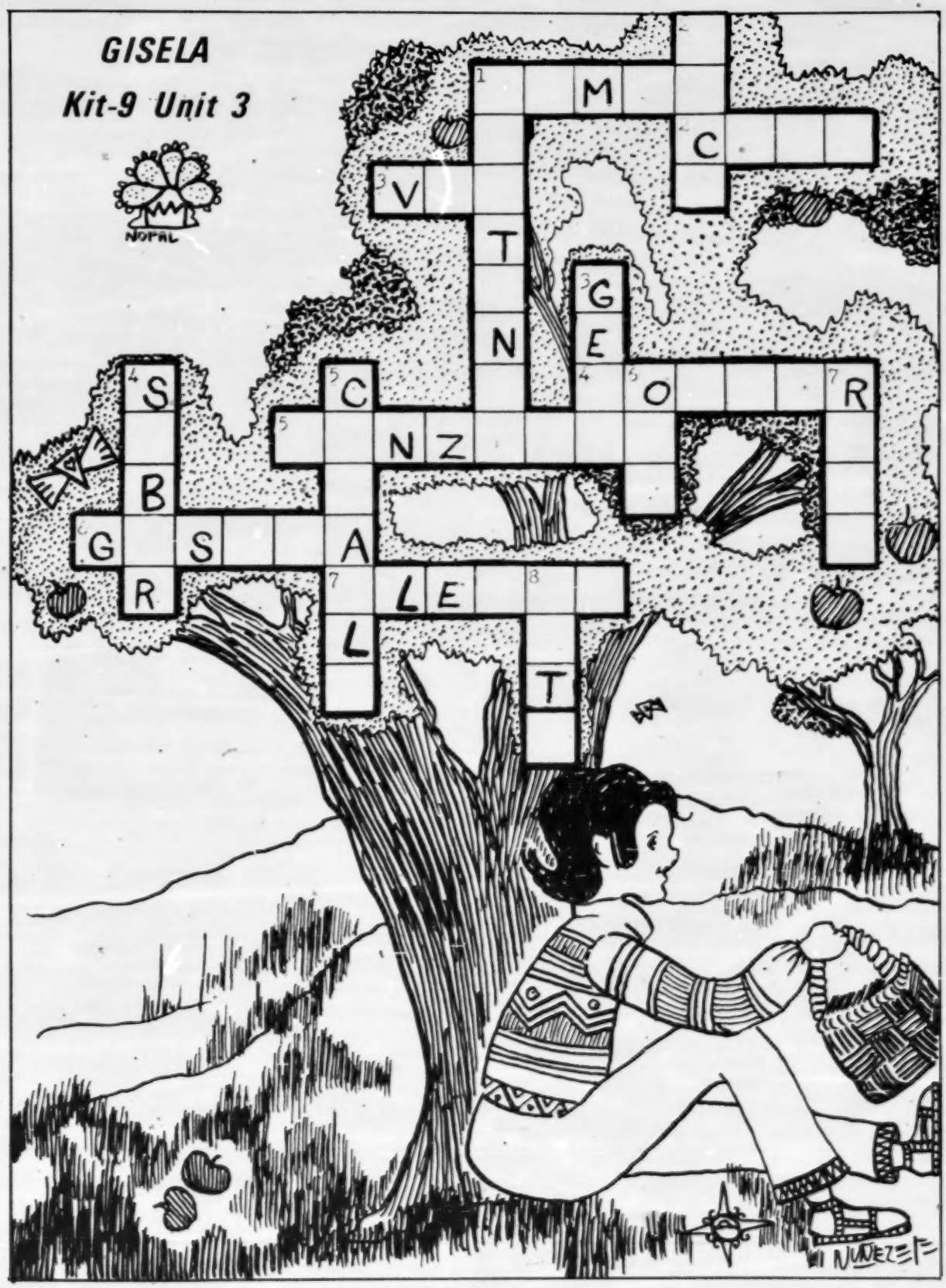
For Use With SCDC Reader

GISELA - KIT 9

Unit 3

Gisela - Kit 9 Unit 3

Instructions: It is recommended that the reading book be completed before the puzzle is introduced. The puzzle may be individual seat work followed by corrections as a group project. This puzzle should prove less difficult than the puzzle for Kit 8. As the teacher, you may wish to use this procedure and then decide the best process for working the puzzles in your class.


GISELA
Kit-9 Unit 3
NOPAL
M
C
V
T
G
N
E
S
C
O
R
N Z
B
G
S
A
R
L E
L
T
NUNEZ

GISELA

Kit-9 Unit 3

Horizontal

1

2

3

4

5

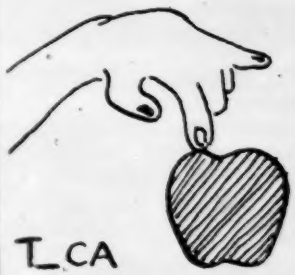
6

7

Vertical

1

2



3

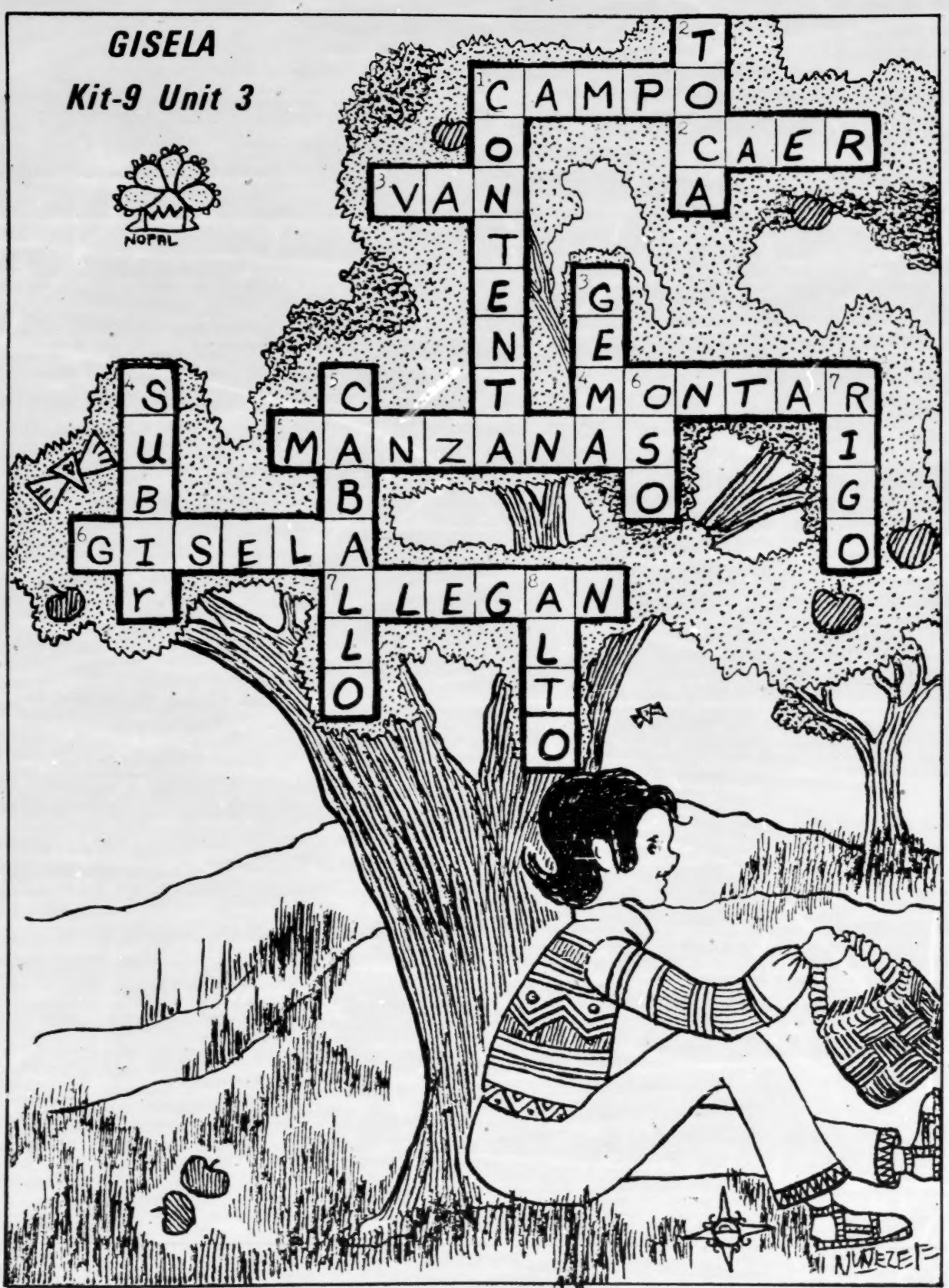
4

5

6

7

8


GISELA
Kit-9 Unit 3
NOPAL
CAMPO
TOMATE
CAER
VAN
CONTENTO
GENTE
MONTAR
SUBE
MANZANAS
RIGO
GISELA
BALLENA
LLEGAN
LLORO
LLANTO
NUNEZ

"The project reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the positions or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

The Dissemination Center for Bilingual Bicultural Education is a special Title VII ESEA project funded by the U.S. Office of Education through Education Service Center, Region XIII. The Center has selected these materials for dissemination however the opinions expressed herein do not necessarily reflect its position or policy nor that of Education Service Center, Region XIII.

This publication was developed and printed with funds provided by Title VII of the Elementary and Secondary Education Act of 1965. Therefore, it is in the public domain and may be reproduced for local use.

STAFF

Juan B. Solís, Director
Elisa de León Gutiérrez, Bilingual Curriculum Specialist
Joanna F. Chambers, Research Librarian
Elsa Sanchez de la Vega, Editor
Blanche Armendáriz, Editor
Pam Harper, Editor
Sarah Frey, Assistant Editor
Stephan Jackson, Evaluator
Dahlia López, Clerk Typist
Suzanna Cortez, Dissemination Clerk Technician
Jan Anderson, Dissemination Clerk
Martha Basden, Secretary
Joanna Melcher, Typist
Judy Brown, Typist
Delia Hernández, Typist